

NATIONAL AUTONOMOUS UNIVERSITY OF NICARAGUA

UNAN – MANAGUA

FACULTY OF EDUCATION AND LANGUAGES

ENGLISH DEPARTMENT



GENERAL TOPIC

Teaching strategies implemented in the EFL course

TOPIC

Analysis of Strategies and Methods for teaching listening to 9th grade, group “A” EFL students at República de Cuba Secondary School during the second semester 2016

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Research submitted in fulfillment of the requirement for the B.A degree.

Saturday, December 03rd, 2016

ACKNOWLEDGEMENTS

How much better it is to get wisdom than gold! And to get knowledge is more to be desired than silver. Proverbs 16:16

We thank to:

God for giving us the opportunity to fulfill our goal.

Our parents, who help us in our formation

Mr. Villarreal, who was very patient and an excellent tutor in our final project.

Mélida Gallegos

Mauricio Gómez

ABSTRACT

This research describes the teaching listening skill at República de Cuba Secondary School, the strategies, methods and styles applied by teachers in this process, considering the sources that the school and MINED provide.

The participants were students who studies the 9th grade and have an active participation in the classroom, it was observed during the classroom observations and confirmed in the interviews conducted to their teacher and students and the survey applied to the students.

The gathered data were analyzed tables and graph for getting about the teaching listening skill.

The finding show the teacher applies: Bottom Up and Top down strategies such as guessing, prediction, summarizing and drawing inferences but in poor development. The methods implemented are Interpersonal Activities and Group of Activities and the style used is a mix of activities like questionnaire, multiple – choice activities and completion activities, it is applied in order to adapt the available sources.

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I. INTRODUCTION

.Teaching English as foreign language is a process and it is necessary to develop different skill such as listening that is one the most difficult skill to develop because demands different elements for example concentration, a rich vocabulary, identification of sounds, knowledge of the topic, so we decided to research the development of the teaching listening process in a public secondary school because in this type of environment students and teacher effort for acquire this skill in different conditions, social, economics, naturals, etc.

Also we are teachers and it is a need to know about the conditions for teaching English in order to adapt the methodology, strategies and reinforce elements that help the students improving their competences.

This research is applied to identify the strategies, methods and styles implemented for teaching listening to the students at República de Cuba Secondary School, it was focused on the students of 9th grade specifically the group A because their teacher teaches only them, so the methodology, the strategies, activities are focused on a group too.

It was necessary design and apply different instruments for getting information in order to identify the condition of teachers and students and identify opportunities to improve their situation.

Through the process of classroom observation, interviews conducted to the teacher and students and survey applied to the students it was identified the students have weaknesses related to the development of listening skill as a result of limited sources at school, lack of technological platform or tools to develop the class, such as tape record, data show, etc.

II. HISTORICAL BACKGROUND

República de Cuba Secondary School is located in Loma Linda, in the municipality of Managua, department of Managua and was established in 1973. At first it attended a limited number of students, its main objective was covered the needs of elementary school of the population of Loma Linda and had one group per grade.

Nowadays the offer of the República de Cuba School includes initial education, primary and complete with an amount of 1864 students, who come from nearby places like Loma Linda, Camilo Ortega, Sierra Maestra, Villa Roma, San Isidro de Bolas, Pochocuape and Ticomo.

The staff is formed by 45 teacher. There are 2 teachers of English, who teach English to students of 3rd year of secondary. The students of 3rd year are distributed into three groups and the group A is guided by one teacher and the other teacher manages two groups.

It is important to remark that in this school there is not a previous research related to English teaching.

III. PROBLEM AND THE RESEARCH QUESTIONS

Problem: The effectiveness of the strategies and methods for teaching listening to 9th grade group “A” EFL students at República de Cuba School during the second semester 2016.

Sub - Problems:

1. How much listening is being taught?
2. What are the strategies used by the teacher to teach listening?
3. What are the methods applied by the teacher to teach listening?
4. The strategies and methods used by the teacher are being implemented according the high school curriculum?
5. How effective are the strategies and methods applied by the teacher to develop listening skills?

IV. HYPOTHESIS

As a result of a poor implementation of strategies, methods and approaches for teaching listening, the students of the 9th grade at República de Cuba high school have a low performance for developing the listening skill during the second semester 2016.

V. THEORETICAL FRAMEWORK

5.1 Teaching Listening

According to the National Capital Language Resource center (2003- 2004), Listening is the language modality that is used most frequently. It has been estimated that adults spend almost half their communication time listening, and students may receive as much as 90% of their in-school information through listening to instructors and to one another.

Listening involves a sender (a person, radio, T.V), a message, and a receiver (the listener). Listeners often must process messages as they come, even if they are still processing what they have just heard, without backtracking or looking ahead. In addition, listeners must cope with the sender's choice of vocabulary, structure, and rate of delivery. The complexity of the listening process is magnified in second language contexts, where the receiver also has incomplete control of the language.

5.1.1 Developing Listening Activities

According to the National Capital Language Resource center (2003- 2004), the listening exercise should be success – oriented and build up the confidence in the students about their listening. When you teach listening consider:

5.1.1.1. Construct the listening activity around a contextualized task

Contextualized listening activities approximate real-life tasks and give the listener an idea of the type of information to expect and what to do with it in advance of the actual listening. A beginning level task would be locating places on a map (one way) or

exchanging name and address information (two way). At an intermediate level students could follow directions for assembling something (one way) or work in pairs to create a story to tell to the rest of the class (two way).

5.1.1.2 Define the instructions goal and type of response of a the activity

Each activity should have as its goal the improvement of one or more specific listening skills. A listening activity may have more than one goal or outcome. Recognizing the goal(s) of listening comprehension in each listening situation help students select appropriate listening strategies.

- a) Identification: Recognizing or discriminating specific aspects of the message, such as sounds, categories of words, morphological distinctions
- b) Orientation: Determining the major facts about a message, such as topic, text type, setting
- c) Main idea comprehension: Identifying the higher-order ideas
- d) Detail comprehension: Identifying supporting details
- e) Replication: Reproducing the message orally or in writing

5.1.1.3 Check the level of difficulty of the listening text

Identify the level of ease or difficulty of a listening text for a particular purpose and a particular group of students.

- f) Organization of information
- g) Content of the text
- h) Visual aids in the text

5.1.1.4 Use pre – listening activities to prepare students for what they are going to hear or view

The activities chosen during pre-listening may serve as preparation for listening in several ways. During pre-listening the teacher may

- a) Assess students' background knowledge of the topic and linguistic content of the text
- b) Provide students with the background knowledge necessary for their comprehension of the listening passage or activate the existing knowledge that the students possess
- c) Provide opportunities for group or collaborative work and for background reading or class discussion activities such as
 - Looking at pictures, maps, diagrams, or graphs
 - Reviewing vocabulary or grammatical structures
 - Reading something relevant
 - Constructing semantic webs (a graphic arrangement of concepts or words showing how they are related)
 - predicting the content of the listening text

5.1.1.5 Match while – listening activities to the instructional goal, the listening purpose and the proficiency level of the students

While-listening activities relate directly to the text some activities are:

- a) Listening with visuals
- b) Filling in graphs and charts
- c) Following a route on a map

- d) Checking off items in a list
- e) Listening for the gist
- f) Searching for specific clues to meaning
- g) Completing cloze (fill-in) exercises
- h) Distinguishing between formal and informal registers

5.2 Strategies for Teaching Listening

According to the National Capital Language Resource center (2003- 2004) listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Listening strategies can be classified by how the listener processes the input

5.2.1 Top – Down Strategies

Top down strategies are listener based: the listener taps into background knowledge of the topic, the situation or context, the type of the text, and the language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top down strategies include

- a) Listening for gist, main ideas, topic, and setting of the text
- b) Predicting
- c) Drawing inferences
- d) Summarizing

According to Tesol,(n.d. pp 14) Top –down processing relies on prior knowledge and experience to build the meaning of a listening text using the information provided by sounds and words. To arrive at a meaning of a text, the listener draws on her knowledge of the context, topic, speakers, and situation. Top – down includes:

- a) Listening for gist, main ideas, topic, and setting of the text
- b) Listening for specific information
- c) Sequencing the information
- d) Prediction
- e) Guessing
- f) Inferencing

5.2.2 Bottom-up strategies

Are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include

- a) Listening for specific details
- b) Recognizing cognates
- c) Recognizing word-order patterns

According to Tesol (n.d. pp 14.) Bottom – up processing helps students recognize lexical and pronunciation features to understand the text. Because of their direct focus on language forms at the word and sentence level, bottom – up exercises are particularly beneficial for lower level students who need to expand their language repertoire and includes

- a) Distinguish individual sounds, word boundaries, and stressed syllables
- b) Identify though groups

- c) Listen for intonation patterns in utterances
- d) Identify grammatical forms and functions
- e) Recognize contractions and connected speech
- f) Recognize linking words

Mendelsohn (1994) cited by Richards (2006) describes the assumption underlying current methodology for teaching listening as:

- a) Listening materials should be based on a wide range of authentic texts.
- b) Schema – building task should precede listening.
- c) Strategies for effective listening should be incorporated into the materials.
- d) Learners should be given opportunities to progressively structure their listening by listening to a text several times and by working through increasingly challenging tasks.
- e) Learners should know what they are listening for and why.
- f) Task should include opportunities for learners to play an active role in their own learning.

5.3 Approach, Method, Techniques and Methodology For Teaching Listening

According to Anthony (1963), an approach was a set of assumptions dealing with the nature of language learning and teaching.

In the same way he describes Method as an overall plan for systematic presentation of language upon a selected approach.

Likewise techniques are the specific activities manifested in the classroom that were consistent with a method and therefore were on harmony with an approach as well.

According to Kvint (2009), Methodology is the systematic, theoretical analysis of the methods applied to a field study or the theoretical analysis of the body of methods and principles associated with a branch of knowledge. It typically, encompasses concepts such as paradigm, theoretical model, phases and quantitative or qualitative techniques; however in the point of view of Brown (2000) indicates Methodology is “the study of pedagogical practice in general, including theoretical underpinnings and related research. Whatever considerations are involved in how to teach” (Brown, 2000, pp 42).

According to Brown (2000, pp 14), today Language teaching is not easily categorized into methods and trends. Instead of that, each teacher is called on to develop a sound overall approach to various English language classroom. This approach is a principled basis upon which the teacher can choose a particular context.

5.3.1 Methods for Teaching Listening

According to Brown (2000), the most relevant teaching methods in the last decades are going to be analyzed, they are Grammar Translation, Direct Method, The Audio Lingual Method, Total Physical Response and Communicative Language Teaching. Through the analysis of these methods, teachers can formulate their own teaching approach for dealing with the teaching learning process in their own and unique context.

According to Switzer (2001 -2017) Effective, modern methods of teaching listening skills encompass everything from interactive exercises to multimedia resources. Listening skills are best learned through simple, engaging activities that focus more on the learning process.

5.3.1.1. Interpersonal Activities

One effective and nonthreatening way for students to develop stronger listening skills is through interpersonal activities, such as mock interviews and storytelling. Assign the students to small groups of two or three, and then give them a particular listening activity to accomplish. For example, one student interview another for a job with a company or for an article in a newspaper.

5.3.1.2. Group of activities

Larger group activities also serve as a helpful method for teaching listening skills to students. It could be distributed in a simple group or a middle group. This method encourage them to ask or clarifying questions during an activity. For example, divide students into groups of five or larger and instruct them to learn one hobby or interest of at least two other group members.

5.3.1.3. Audio segments

Teach listening skills through audio segments of radio programs, online podcasts, instructional lectures and other audio messages. It is a practical model for applies in the classroom or their houses. Through Audio segments students achieve confidence and experience and focus on a specific topic.

5.3.1.4. Video segments

This method include short sketches, news programs, documentary films, interview segments, and dramatic and comedic material. It helps teacher and students discuss about relevant topic and discover their expectations.

5.3.1.5. Instructional Tips

In this methods teacher is a monitor during the classes and the students develop it, in this situation is permissible to make mistakes, for these reason Switzer said “keep a few key instructional tips in mind that will help both you and your students navigate the learning process. One, keep your expectations simple, as even the most experienced listener would be unable to completely and accurately recall the entirety of a message. Two, keep your directions accessible and build in opportunities for students not only to ask clarifying questions, but also to make mistakes. Three, help students navigate their communication anxiety by developing activities appropriate to their skill and confidence level, and then strengthen their confidence by celebrating the ways in which they do improve, no matter how small” (Switzer, 2016)

The Audio – lingual Method

According Brown (2000), this method is based on the principles of behavior psychology. It adapted many of the principles and procedures of the Direct Method, in part as a reaction to the lack of speaking skill of the reading approach. In this method skill are sequenced: Listening, Speaking, Reading, and writing and they are developed in order.

According to Rhalmi (2009) the objective of the audiolingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns Here are some characteristics of the method:

- a) language learning is habit-formation,
- b) mistakes are bad and should be avoided, as they are considered bad habits,
- c) language skills are learned more effectively if they are presented orally first, then in written form,
- d) analogy is a better foundation for language learning than analysis,
- e) the meanings of words can be learned only in a linguistic and cultural context.

The main activities include reading aloud dialogues, repetitions of model sentences, and drilling. Key structures from the dialogue serve as the basis for pattern drills of different kinds. Lessons in the classroom focus on the correct imitation of the teacher by the students. Not only are the students expected to produce the correct output, but attention is also paid to correct pronunciation. Although correct grammar is expected in usage, no explicit grammatical instruction is given.

Advantages

- It aims at developing listening and speaking skills which is a step away from the Grammar translation method
- The use of visual aids has proven its effectiveness in vocabulary teaching

5.4 Listening Approaches

According to Potter, Carl and Debt (2011), there are 5 common approaches in listening styles.

1. Appreciative
2. Empathic
3. Comprehensive
4. Discerning
5. Evaluative

The mark of a good educator and trainer is someone who can format, and re-format, any content to reach each listener. Using these 5 approaches depends on the environment in which you are involved. The selection of the approach also involves the 3 environmental factors of focus, motivation, and behavioral indicators. Those who choose to be better communicators will combine the approach with the environmental factor, and create a successful listening style.

5.4.1. Appreciative

The Appreciative approach is used when the listener wants to be entertained and feel good about themselves. Details of the conversation or presentation have little relevance to the listener. The listener who continually uses this approach might find more miscommunications because he or she lacks attention to details. This approach is proper to

use when the focus is laid back and relaxed and the motivation to listen is for entertainment, inspiration, or enjoyment.

Behavior indicators of this approach are:

- a. Paying attention to the style of the presentation then the actual content
 - Responding to the color, sound, or language
- b. Appearing to be relaxed.

5.4.2. Empathic

The Empathic listener is one who wants to reassure the speaker that they understand the message being communications. Listeners who use this approach tend to give the feeling that they really do care. What they will listen for are emotions in the message.

Focus of the empathic listener is to support the speaker as they talk through concerns. If there are no concerns and only factual information is given, the listener will become disinterested in the topic. This listening approach is motivated by providing an opportunity for the speaker to share thoughts and feelings. They tend to accept the message without judgment so that they can learn from the speaker's experiences. Empathic listeners will ask open-ended questions to keep the message moving, allowing the speaker to share without fear. Psychologists use this approach with their patients in sessions to help draw out information that otherwise might not become known.

5.4.3. Comprehensive

People who exhibit the Comprehensive approach to listening want to understand what is being said. They do this by carefully organizing the information and tying it into what they already know. If a speaker seems disorganized, the comprehensive listener will organize the information in their mind so they can understand the topic.

The comprehensive listener focuses on the topic by organizing the information being presented so that it makes sense to them. They are motivated by relating the topic to their own experiences. They also seek to understand the main idea and how it is supported by the speaker's message. Behavioral indicators of this listening approach are elaborating on what has been said and summarizing the message. The comprehensive listener will often replay the message in his or her own words.

5.4.4. Discerning approach.

Individuals who use a Discerning approach to listening are usually note takers. The details of a subject are of great interest to this listener. In addition to paying attention to the details of the subject, this listener watches for distractions and frequently will disconnect from conversation if they are unable to concentrate on the subject.

Discerning listeners focus on getting all the information they can. They are motivated to determine the main message, decide what is important, and make sure nothing is misused. Asking questions to clarify is one of the primary behavioral indicators. This type of listener often wants to ensure that he or she has accurately recorded information and often asks the speaker to repeat the information.

5.4.5. Evaluative

An evaluative listener might have a mental argument with the speaker and not respond to the information until the content is verified. If this listener doesn't like what the speaker is saying, he or she will mentally "check out" and may even physically leave the conversation.

The evaluative listener's focus is to make a decision based on the information provided. This type of listener is motivated to judge the information by personal beliefs and the speaker's motives. Behavioral indicators of the evaluative listener may include the tendency to actively agree or disagree with the speaker as well as the inclination to give advice to the speaker.

VI. RATIONALE

Nowadays it is very important to know more than a language. The use of different languages have a deep impact in the qualification of people in the society, so the government has designed a class program for teaching English in public secondary school its main objective is to create specific skills to help to the students in order to achieve this goal the government has designed to MINED (Ministerio de Educación) the management of the education.

Considering that English career offered by UNAN Managua is established to develop its professional in the teaching area and evaluating the importance of the a second language it was necessary to conduct a research related to the teaching English Foreign Language specifically in the teaching listening skill because it was considered a difficult skill to develop.

The selection of the secondary school was based on the availability of staff of English teacher of República de Cuba School and the availability of information specifically it was selected the group “A” because is a group guided by a teacher, who attend only this group.

The main objective we pretend to achieve with the research is to analyze the real situation that the secondary school teaches the listening skill in order to give recommends for reinforcing the teaching process.

VII. OBJECTIVES

7.1 General Objective

To analyze The effectiveness of the strategies and methods for teaching listening to 3rd year “A” EFL students at República de Cuba School during the second semester 2016.

7.2 Specific Objectives

1. To determine the approximate frequency that the students are trained in listening
2. To determine the type of listening strategies applied by the teacher in the class.
3. To determine the kind of listening methods implemented by the teacher in the class.
4. To define the MINED approaches to teach listening in high school.
5. To identify the listening strategies applied by the teacher are in order to achieve the MINED approaches and competences to teach listening.
6. To identify the listening strategies and methods that have been effective for the students' development of the listening skill

VIII. SYSTEM OF VARIABLES

Variable	Definition	Sub variables	Indicators	Scale
General Aspects	Social aspects to identify the subject related to research	Gender		Male Female
		Age		13- 15 years old 16 - 18 years old More than 19 years old
Strategies for teaching listening	Procedures that contribute directly to the comprehension and recall of oral	Bottom UP	-Identification of part of Speech -Recognition of sounds, words, grammar	Always Almost always Frequently Sometimes
		Top down	-Comprehension of the meaning of the message - Guessing - prediction -drawing Inferences - Sequencing - summarizing	Yes/ No A lot Some None
Period time for training listening	Period of time established in the lesson plan and high school curriculum for teaching listening	Hours demanding for high school curriculum	Frequency of time	-50% of lesson class hours -30% of lesson class hours -Less than 20% of lesson class hour
		Application of listening activities during the class	Frequency of time	Every day Twice a week Never
	Group activities of for teaching listening skills encompass	Interpersonal Activities	- Interviews - Storytelling	Always Sometimes Never
		Group Activities	Larger group or simple group activities:	Interesting Tired

Listening methods	everything from interactive exercises to multimedia resources		<ul style="list-style-type: none"> - Researches - Role plays - Discussion 	Funny
		Audio Segments	<ul style="list-style-type: none"> - Audio segments of radio programs - Online podcasts, - Instructional lectures - Audio messages. 	Easy Difficult
		Video Segments	<ul style="list-style-type: none"> - Short sketches, - News programs, - Documentary films, - Interview segments - Dramatic and comedic material. 	Tired Attractive Interesting Short Long
		Instructional Tips	<ul style="list-style-type: none"> - Understanding and recall the message - Clarifying questions and making mistakes. - Activities according skill and confidence level 	Yes No
Listening approaches	Are the different listening styles for developing the listening skill	Appreciative	<ul style="list-style-type: none"> - Role plays - Contest - Riddles 	Interesting Tired
		Empathic	<ul style="list-style-type: none"> - Biography - Real events - Historic events - Free topic 	Relevant Irrelevant
		Comprehensive	Organizational activities: <ul style="list-style-type: none"> - Training process - Technical instruction - Job responsibilities 	Comprehensible Incomprehensible
		Discerning	<ul style="list-style-type: none"> - Dictation - Completion exercise - Retelling activities 	Easy Difficult
		Evaluative	<ul style="list-style-type: none"> - Verification of data activities - Project design 	True False
	Strategies and methods			Excellent

Effectiveness of listening strategies and methods	implemented have a positive or negative impact in the grow competences of the students	Effective		Very good Good
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IX. METHODOLOGICAL DESIGN

9.1 Population

República de Cuba secondary School is a public school located in Loma Linda and was established 1973 and has 1864 students approximately.

The participants of this research were the students of 3rd year because it is considered they have in the middle level of the learning process and it is possible to identify the performance of them in the listening skill.

According to the control of inscription administered by the teachers there are 147 students studying 3rd year approximately and they are divided in three groups; hence the group A is formed by 47 students, the groups B and C have 50 students each one.

The students are divided in three groups and they are directed by two teachers; so that the teacher A teaches to the group A and the teacher B teaches to the groups B and C.

It was selected the students of the group “A” of the students of 3rd year because the teacher is focused on the only group, they have the follow characteristic: their ages oscillate between 13 to 18 years old, they live in Loma Linda and suburbs of the south area of Managua, near Jocote dulce, Ticomo, Camilo Ortega, Sierra Maestra, Villa Roma, San Isidro de Bolas and Pochocuape.

9.2 Sampling

It was considered a population of 47 students, they are the complete group “A” and it was selected a sample equivalent to one third of them, it was necessary the use of the stratified random sampling technique because the size of each stratum was known, the sample also shows the population adequately and more accurate estimates are obtained. Below is a detail of the sample defined.

Distribution of students of 3rd year by group

	Group A	Group B	Group C
Quantity of students	47	50	50
Teacher	A	B	B

Selection of the 1/3 of the Universe:

$$47 * (1/3) = 15.66$$

Group A	Group A	Participation	Distribution of sample by gender
Male	27	57%	9
Female	20	43%	7
Total	47	100%	16

students = 16
students of

the group A

9.3 Methods and procedures

9.3.1 Method

Both qualitative and quantitative research methods were used in this research, including interviews to the English teacher, survey to the students, and classroom observation; also previous research related to the teaching listening in different secondary school.

9.3.2 Procedures

It was necessary to apply different instruments for collecting data: interview to the teacher, observation to English class, survey to the students.

9.3.2.1. Interviews

Three interviews were conducted with the English teacher, which were two informal and one formal interview. All were developed during the classes and they dealt with topics related to strategies, methods of teaching listening as well as the objectives established by the MINED to the students in this level.

9.3.2.2. Classroom observations

Three randomly selected English class, each one had 45 minutes in length were observed to identify the level of control got by the teacher during the class, kind of material used to teach listening during the English class and the motivation of the student.

9. 3.2.3. Survey

The survey was distributed to 16 students according the parameter defined in the sampling and it was focused on getting information related to type of strategies, methods and activities used to teach listening, frequency of time defined to teach listening

9. 3.2.4. Previous research

Previous research related to the teaching of listening skills was reviewed, which were developed in other institutes because there is no previous researches developed in the institute República de Cuba.

9.3.3. Validating of instruments.

All of the applied instruments: Interview, observation guide and the survey were validated in different ways.

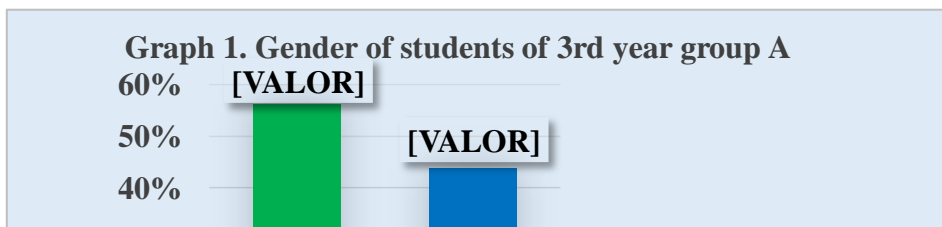
1. All of them were evaluated and applied to a classmates during the class at UNAN Managua.
2. All of them was corrected by the tutor during the session of class
3. The survey was piloted twice: first it was applied to a partner at UNAN – Managua and lately it was applied to a group of 8 students of 3rd year “A” of República de Cuba School.
4. Finally these instruments were applied to the students of the 3rd year specifically in the group A and their teacher.

X. RESULTS AND DISCUSSION

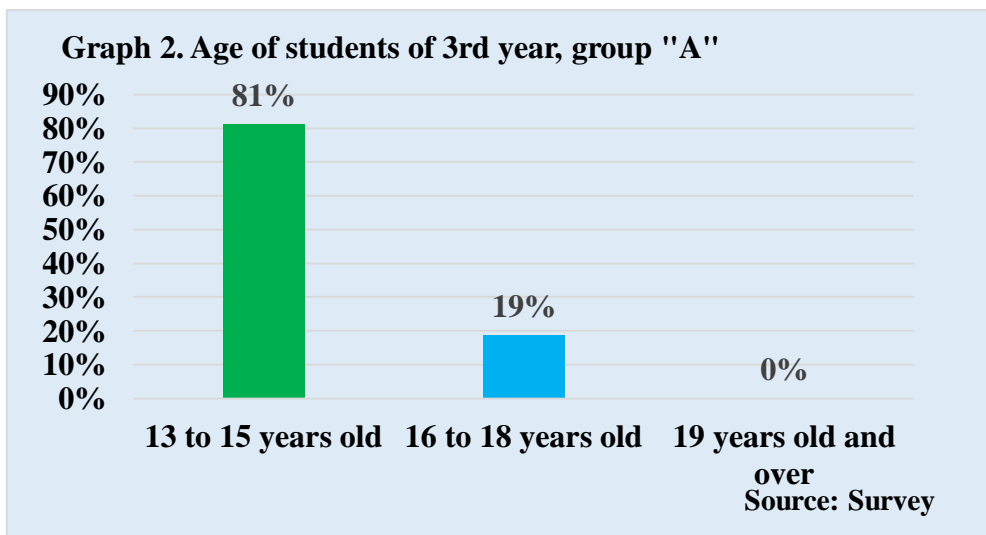
10.1 General data of the students

Teaching listening is a challenge because students have own characteristics like: a different life style, different attitudes, different motivation, life conditions, so teacher and school need to know their students, their features, and deal with a variety of situations.

The graph 1 describes that the group A of the students of 3rd year at República de Cuba Secondary School is formed with 56% boys and 44% girls, who during the classroom observation it was identified they are a high motivated group in addition in the conducted survey they mentioned enjoy the English class because their teacher uses different activities for developing the class, the activities like listening songs, dictation activities, dialogs and oral presentation for stimulating the listening skill.



The graph 2 describes the age of students, the 81% of students are between 13 and 15 years old and the 19% of them are between 16 years old to 18 years old. To know the age of students is an advantage to the teacher because he should design class activities according their life style, so the students are motivated to improve their listening skill.



10.2 Strategies and Methods

10.2.1 Frequency of implementation of strategies, methods and activities to teach listening

In interview conducted to the English teacher he expressed According to the program of class defined by MINED, it has established 160 hours approximately to teach English to the students of 3rd year during the year 2016, that is 80 hours for the second semester, the period of every lesson is 45 minutes, but MINED program does not establish an specific period of time or specific number of hours for teaching listening skill.

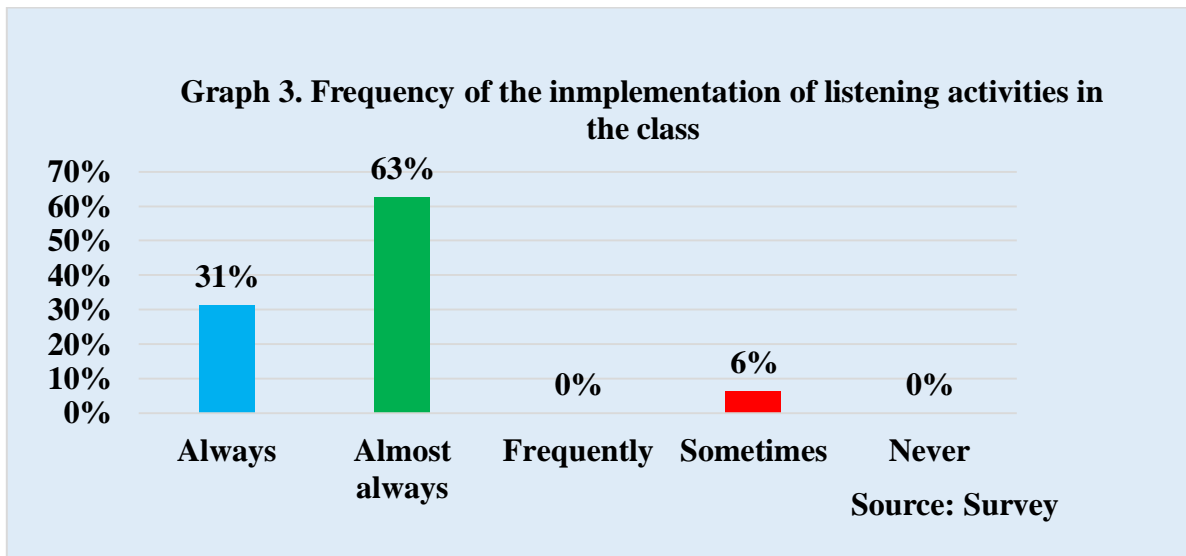
Teacher considers the real time to teach English specifically teaching listening is very short despite MINED establishes 80 hours, it is not fulfilled because the class program subtracts 6 hours for training the teachers at the end of every month, extra activities 5 hours and another situation, so it has an impact in the learning process of the students. Teacher

considers this situation creates a disadvantage to the students because they do not study the full program of class.

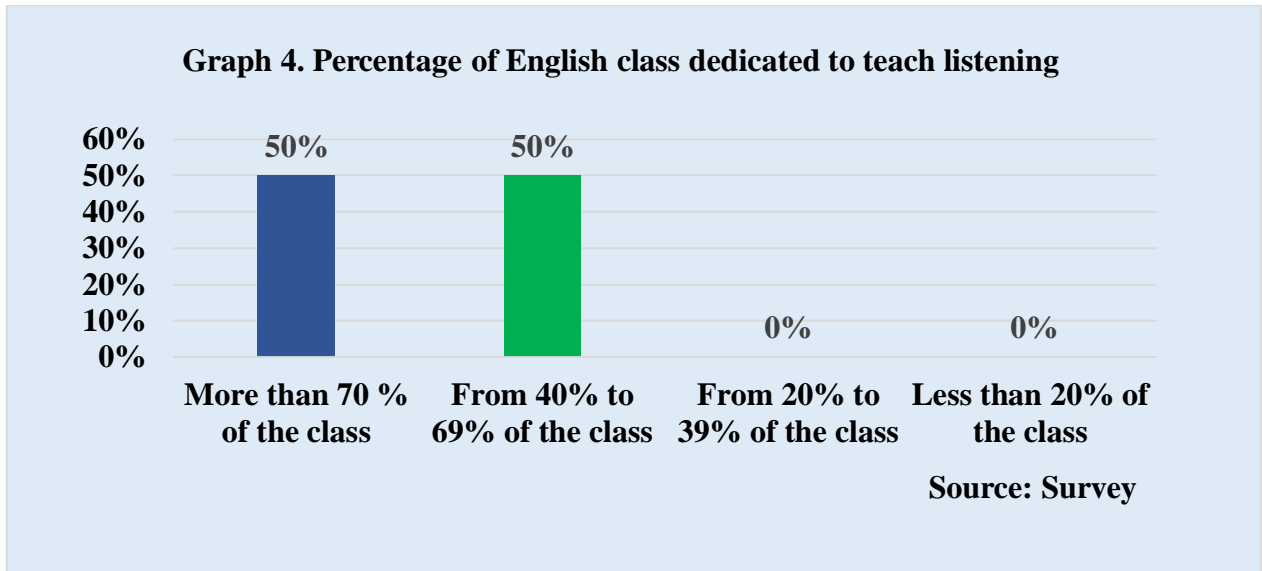
For this purpose the teacher in order to achieve the goals of MINED program, in his lesson plan he defines three lesson class during the week, besides he plans 10 minutes per class to teach and apply listening activities.

Likewise, during three activities of observation to the English class, researchers identified the teacher practices listening skill during the class, he uses different activities and useful material to develop the activities, some material used by the teacher were: dictation activities, completion exercises, short dialogues and the book.

The period of time used by him for developing activities oscillated since 10 to 15 minutes of the class and it was evidenced in the results of the survey, the graph 3 describes that the teacher almost always (63% of the class) develops listening activities.



Students expressed the teacher develops listening activities during the class, see graph 4, it expresses between the 40% and 70% of the period of each class teacher applies listening activities.

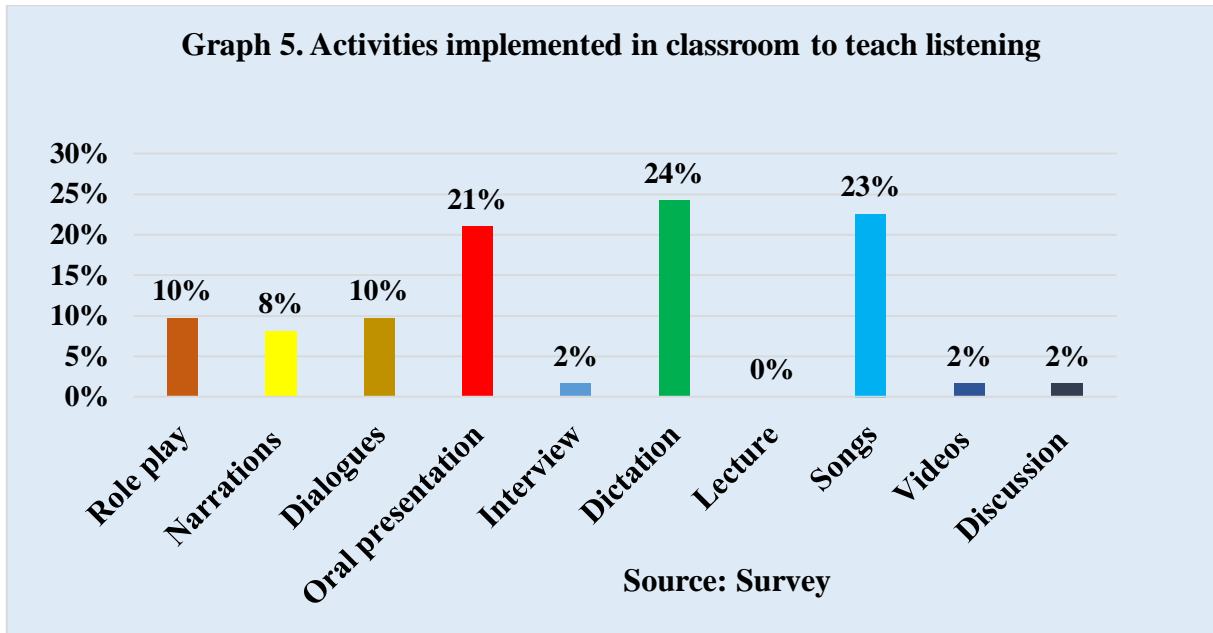


10.2.2 Type of strategies and methods to teach listening

The main strategies used in the classroom by the teacher are the Bottom-up strategies, because the activities are related to the recognition of part of speech, and sounds, word and grammar rules.

According to information retrieved from interview to the teacher of the group “A”, He implements different activities and the main goals of these activities are the identification and recognition of part of speech, and sounds, word and grammar rules.

In graph 5 it is observed that students indicated that the teacher applies different activities like role play, dialogs, oral presentation and song. The predominant activities are 24% dictation activities, 23% songs and 21% oral presentation.



According to the information retrieved from an interview applied to the teacher, he mentioned that República de Cuba secondary school had lack of sources; even though MINED provided videos for using during the class, the school did not have audiovisual items, like TV, radio, data shows, so the students sometimes bring them.

As a result of the lack of technological resources at school the teacher uses frequently activities that do not need technological items, so it tied up the development of the listening skill.

The Top-down strategies are implemented in the class in a low level, it was observed in the observation activities during 3 session of English class, it was identified there is a poor development of assignments related to guessing, prediction, summarizing and drawing

inferences activities, these activities are based on the book supplied by MINED, but sometimes students do not understand the activities, so the teacher explained them the activities in Spanish language.

During the observation of the class, approximately the 35% of the classes were understood by students. Additionally the teacher asked to the observer that talk with students in English language, so he talked to students in English, even though it was a short and simply conversation, they had a poor comprehension.

In table 1 it describes the activities used by teacher frequently like dictation, dialogs, oral presentation or songs. The most used activities are: dictation (36%), Oral presentation (27%), song (27%), dialogs (18%), these activities do not require technological resources, except songs teacher uses frequently these activities because are more available than other ones, as a result of lack of technological in the secondary school.

Table 1: Frequency of implementation listening activities during the class

Activity	Always	Almost always	Frequently	Sometimes	Never
Role play	9%	12%	14%	10%	9%
Narrative	0%	12%	14%	10%	9%
Dialog	18%	12%	7%	17%	4%
Oral presentation	27%	12%	21%	10%	4%
Interview	0%	0%	7%	0%	19%
Dictation	36%	36%	7%	7%	0%
Lecture	9%	0%	0%	13%	9%
Song	0%	16%	21%	27%	2%
Videos	0%	0%	0%	0%	25%
Discusion	0%	0%	7%	7%	19%
Total	100%	100%	100%	100%	100%

Source: Survey

10.3 Styles used by the teacher

The teacher implements the five different styles to teach listening, these styles are empathic, comprehensive, discerning, appreciative and evaluative style. It was presented in the table 2, it presents the opinion of the students, who indicated that the teacher use a mix of activities like: questionnaire (42%), completion activity (38%), multiple – choice activity (35%), focus on grammar structure (29%) and so on (See table 2)

Table 2: Activities applied during the class

Actividades	Always	Almost always	Frequently	Sometimes	Never
Completion Activity	38%	33%	25%	12%	6%
Multiple-choice activity	25%	11%	8%	35%	18%
Questionnaire	13%	28%	42%	0%	24%
Focus on grammar structure	0%	17%	0%	29%	29%
Discusion	13%	11%	25%	18%	24%
Another	13%	0%	0%	6%	0%
Total	100%	100%	100%	100%	100%

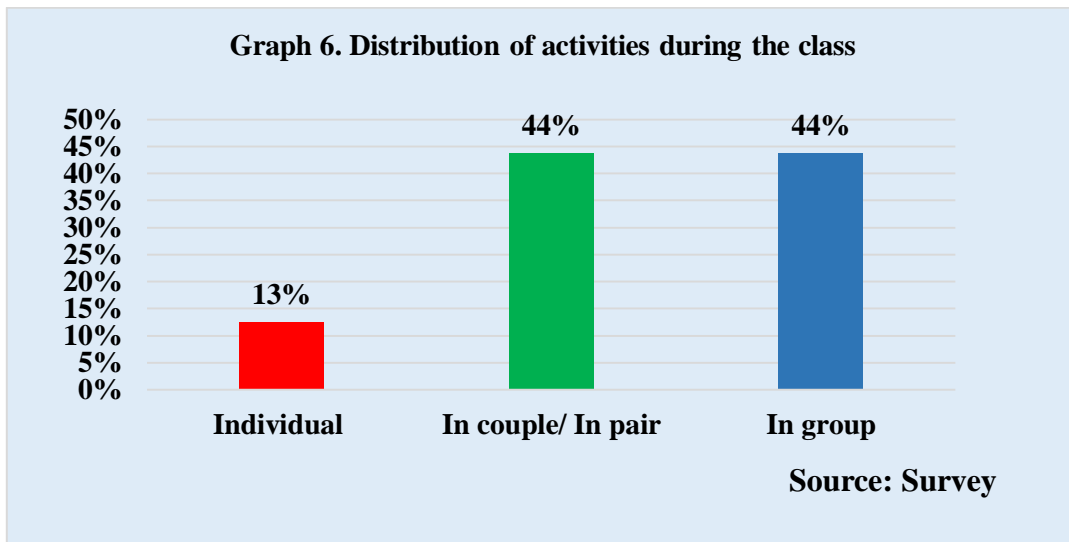
Sources: Survey

10.4 Methods used to teach listening

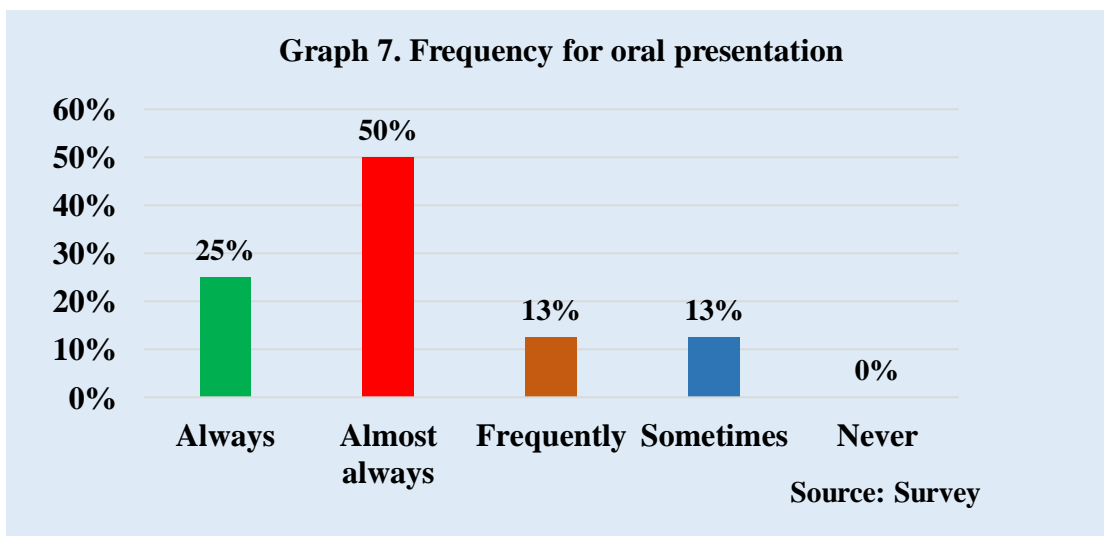
Even though there are five listening methods to teach listening: Interpersonal Activities, Group of Activities, Audio Segments and Instructional tips, graph 6 emphasizes that the teacher of the 3rd year, in the group A applies frequently 2 listening methods these are: Interpersonal activities 44% and group of activities, 44% of students expressed they have assignment in pair or group.

Almost always students interact with classmates, It was observed in the classroom observations, the teacher assigns activities in pair or organizes the students in different

groups, also in interview conducted the teacher expressed the interpersonal activities and group of activities are the more convenient method to apply in the group because the achieve a good interaction and is a good alternative as a result of the lack of source to teach listening with a technological platform.

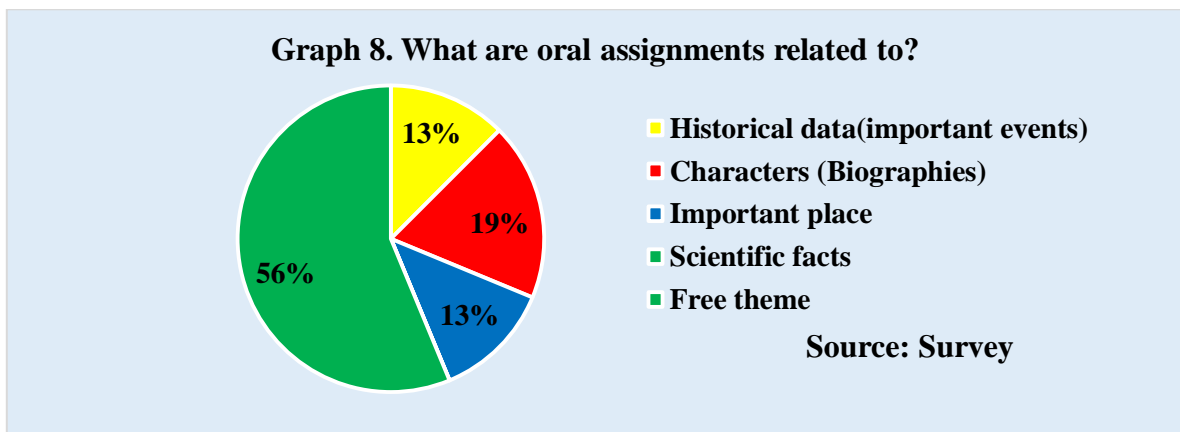


The 50% of students indicate the activities related to oral presentation is almost always applied by the teacher in the classroom. See graph 7. According the interview conducted to the teacher the students develop 4 oral presentation in every month, the main objective to



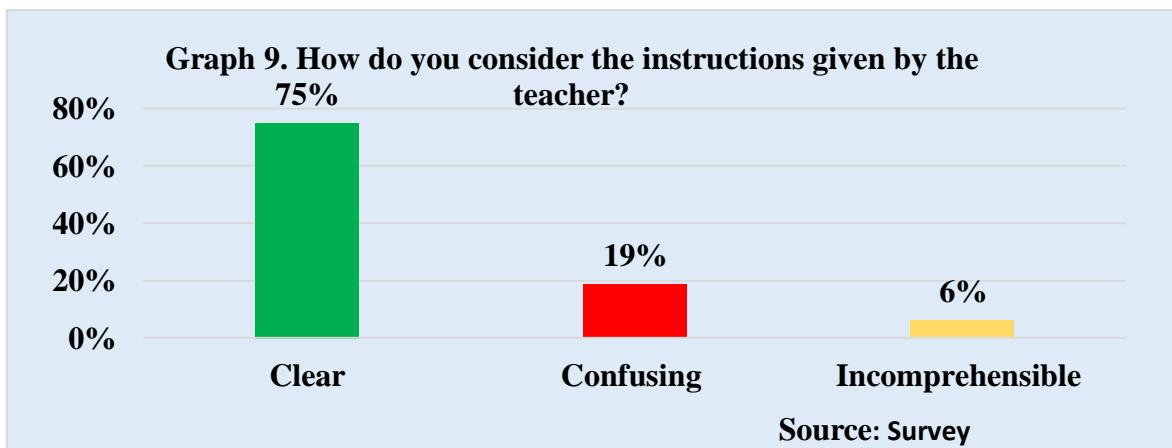
achieve is the interrelation in the group.

The graph 8 indicates that the topic of assignments are free topic (56%), so students are capable to develop their listening skill with a good emphatic level, because they share thoughts, feelings and opinions, using attractive or interesting topics for them. According the interview conducted the teacher, he considers the students are more comfortable when they choose a topic and it is a form to decrease monotonous classes.

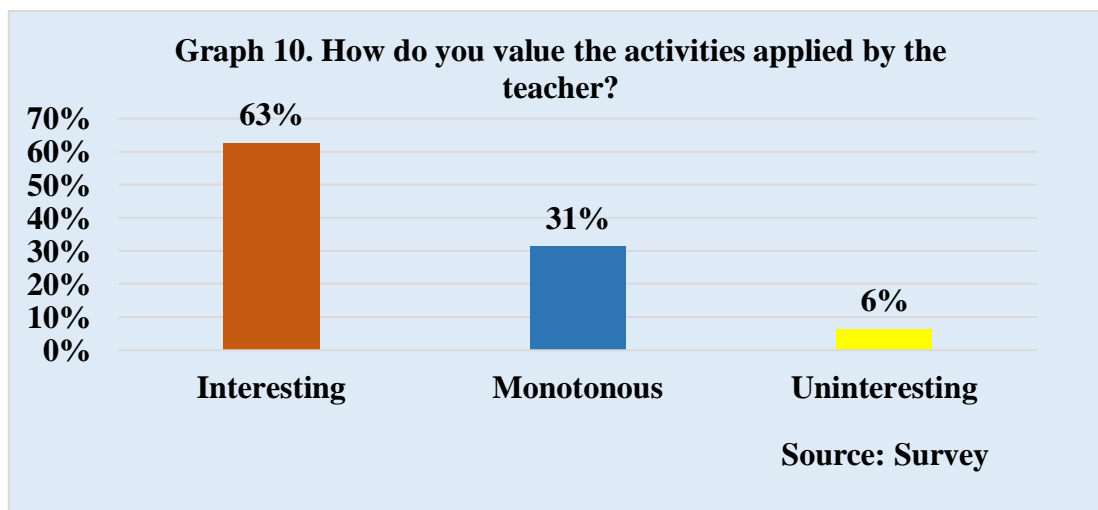


10.5 Attractiveness of listening activities

The 75% of students consider the teacher gives the instruction in the class in clear form (see graph 9), it was observed during the classroom observation he uses a basic vocabulary, but sometimes in case of students do not understand the task the teacher explains them in Spanish language, it was observed during the class.



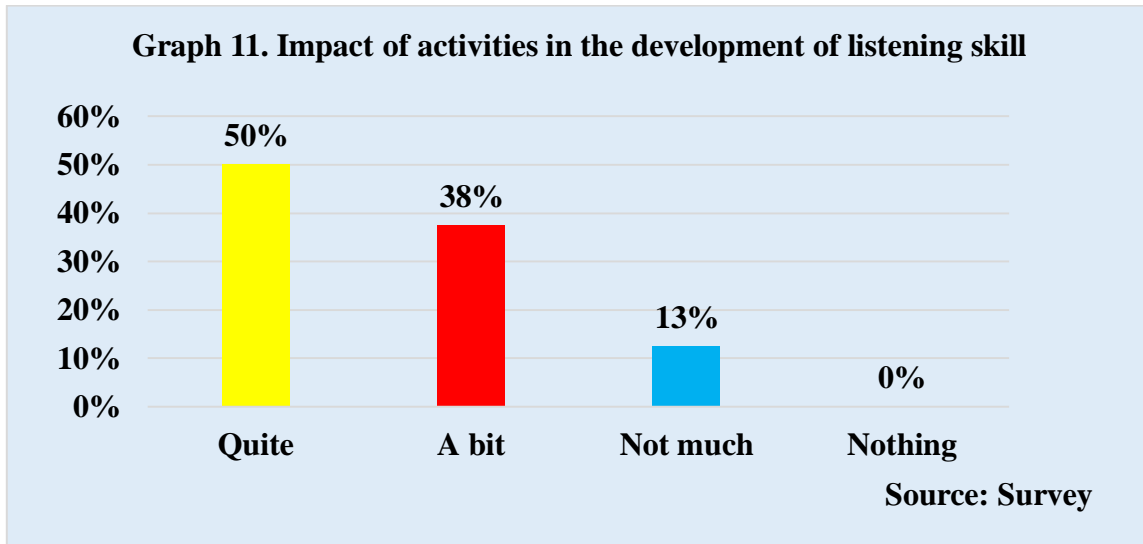
Respect the quality of activities implemented by the teacher in the classroom the 63% of students (see graph 10) indicated the listening activities are interesting, it was observed during classroom observation, the students were motivated and they had an active participation during the class.



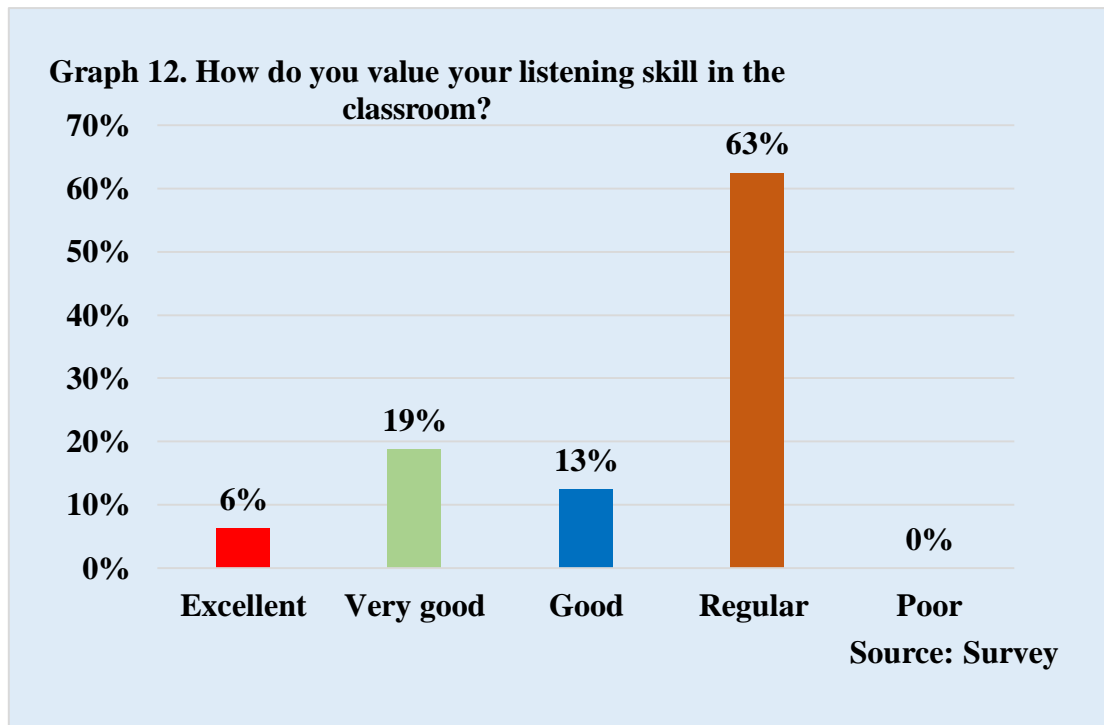
10.5.1 Self-appraisal

The graph 11 describes that 50% of students considered that the activities applied by the teacher in the classroom have improved their listening skill in a quite and the 38%, of the students considered that the activities have improved a bit their listening skill because the teacher is very creative and stimulates their interaction with classmates. In interview

conducted the teacher expressed the activities have affected the learning of the listening skill because students try to practice in every lesson class.



The graph 12 presents that 63% of students evaluate in a regular scale their listening skill. According the opinion of them the main cause of their regular performance because they do not have a high quantity of vocabulary and the time to practice English during the class. In interview teacher expressed based on results of quizzes, the students have aa regular level, as a result of the practice in their free time because they have too much distractors like phone, and the time to teach listening in class is very short.



XI. CONCLUSION

1. The students of the 9th grade, group “A” are trained in listening skill approximately 21% of the time defined to teach English, MINED has established 80 hours to teach English and the teacher invests between 10 to 15 minutes in development of the listening skill in every period of class.

According to the interview conducted to the teacher the program of class is not fulfilled as result of interruption in the lesson plan for example: activities extra class (training to teachers every month 6 hours, extra activities 5 hours, natural situation).

2. Teacher applies Bottom Up and Top down strategies in the classroom, specifically listening for specific information, sequencing the information, listening for specific details,

3. The methods implemented in the classroom for teaching listening are based on: Interpersonal activities, Group of activities and Instructional Tips because teacher consider these methods help students to improve their listening skill without technological items like tape record, T. V, data show, etc.

Even though MINED provides videos to teach English, the school has a lack of a technological platform that helps teachers and students to apply the Audio Segments and Video segment methods for teaching listening.

4. The listening approaches for teaching listening used in the classroom is a mix of appreciative, emphatic, discerning and evaluative approaches, although the class program of MINED does not establish the specific approaches to apply.

5. The listening strategies implemented by the teacher are in order to achieve the goals and approaches and competences defined in the program of MINED, although the lack of resources in the school like audiovisual media affect the development of listening skill.

6. The listening strategies and methods implemented for teaching listening have a high impact in the development of the students, but 50% of students feel or consider their level in listening skill is regular, because they are dependent from the teacher to practice listening skill.

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XII. RECOMMENDATIONS

1. To develop the program established by MINED according to the defined time and avoiding the breach of the program.
- .2. To provide the required tools and material to teach listening such as Tape recorder, data show in order to stimulate the listening skill, because students do not have weaknesses when they listen them as a result their hearing is not prepared.
3. To design a plan of listening activities practical and available to the students, in order that students development in an independent way.
4. To create internal groups in the classroom, for example the students with an advanced level are monitors and helps to students with weaknesses for development in the listening skill.
5. To provide the required tools and material to teach listening related to summarizing, drawing inferences, prediction, guessing, recognize linking words, in order develop and support the listening skill in the students.
6. To apply different methods and activities to teach listening like Audio segments and Video segment, so that students feel motivated, the material should be designed in an attractive, motive way for catching the attention of students.

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XIV. APPENDIXES

Graduation Seminar

*Mélida Gallegos
Mauricio Gómez*

Appendix N° 1 Survey in English language

National Autonomous University of Nicaragua
UNAN- Managua
Campus Rubén Darío
English Department

N° ____

Survey

Dear student, we are doing a study about the effectiveness of the strategies and methods implemented in the teaching of the listening skill of the English language to the students of 9th grade, group "A" at República de Cuba Secondary school during the second semester of the year 2016

Objective: To analyze the effectiveness of strategies and methods implemented for the development of listening skills.

We request that the answers be answered truthfully, the information will be treated anonymously.

Mark the answer to the following questions with an X

I- General data

1. Gender

a. M ____

b. F ____

2. Age

a. 13 to 15 years old ____

b. 16 to 18 years old ____

c. 19 years old and over ____

II. Strategies and Methods: Frequency and kind of them

1. How often does the teacher develop listening activities?

a. Always ____

b. Almost always ____

c. Frequently ____

d. Sometimes ____

e. Never ____

2. What percentage of English class time does the teacher dedicate to developing listening activities?

a. More than 70% of the class ____

b. From 40% to 69% of the class ____

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- c. From 20% to 39% of class _____
- d. Less than 20% of the class _____

3. Which of these activities does the teacher develop during English classes? (You can select more than one)

- a. Role play _____
- b. Narrations _____
- c. Dialogues _____
- d. Oral presentations _____
- e. Interview _____
- f. Dictation _____
- g. Lecture _____
- h. Songs _____
- i. Videos _____
- j. Discussion _____

4. How often does the teacher perform this type of activity?

Mark with an X the frequency of completion of each of the activities described below

Activities	Always	Almost always	Frequently	Sometimes	Never
a. Role play					
b. Narrations					
c. Dialogues					
d. Oral Presentation					
e. Interview					
f. Dictation					
g. Lecture					
h. Songs					
i. Videos					
j. Discussion					

III. Quality of activities

1. How do you consider the instructions given by the teacher in the assignment of listening activities?

- a. Clear _____
- b. Confusing _____
- c. Incomprehensible _____

2. How do you consider the listening activities implemented by the teacher?

- a. Interesting _____
- b. Monotonous _____

Mélida Gallegos
Mauricio Gómez

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c. Uninteresting _____

3. Which of these activities is the one developed by the teacher more frequently?

Activities	Always	Almost always	Frequently	Sometimes	Never
a. Completion activities					
b. Multiple choice					
c. Question					
d. Focus on grammatical structures					
e. Discussion					
f. Other					

4. How often does the teacher assign oral presentations?

a. Always _____

b. Almost always _____

c. Frequently _____

d. Sometimes _____

e. Never _____

5. How does the teacher organize oral presentations?

a. Individual _____

b. In couple/ in pairs _____

c. In groups _____

6. What is the form of presenting the oral assignments?

a. Classroom exhibition _____

b. Dramatizations _____

c. Discussion _____

d. Interpretation of the topic _____

7. What are oral assignments related to?

a. Historical Data (Important Events) _____

b. Characters (Biographies) _____

c. important place _____

d. Scientific facts _____

e. free topic _____

IV. Self appraisal

1. How do you value your listening skill in the classroom?

a. Excellent _____

b. Very good _____

c. Good _____

d. Regular _____

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Mauricio Gómez

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e. Poor _____

2. What extent do you consider that the listening activities developed in class have improved your listening level?

a. Quite _____

b. A bit _____

c. Not much _____

c. Nothing _____

Why?

Thank you!

Appendix N° 2: Survey in Spanish language

Universidad Nacional Autónoma de Nicaragua
UNAN- Managua
Recinto Universitario Rubén Darío
Departamento de Inglés

N° ____

Encuesta para el estudiante

Estimado estudiante somos del V año de la carrera de Ciencias de la educación con mención en Inglés, estamos realizando un estudio sobre la efectividad de las estrategias y métodos implementados en la enseñanza de la habilidad de escucha del idioma Inglés que permiten desarrollar la habilidad de escucha con los estudiantes de 3er año “A” de secundaria regular del Instituto República de Cuba durante el segundo semestre del año 2016.

Objetivo: Analizar la efectividad de las estrategias y métodos implementados para el desarrollo de la habilidad de escucha.

Solicitamos que las repuestas sean respondidas con veracidad, la información será tratada de forma anónima.

Marque con una X la respuesta de las siguientes interrogantes

I- Datos Generales

1. Sexo

a. M ____

b. F ____

2. Edad

a. 13 a 15 años ____

b. 16 a 18 años ____

c. 19 años a más ____

II. Estrategia y métodos: Frecuencia y tipos

1. ¿Con qué frecuencia el profesor desarrolla actividades auditivas?

a. Siempre ____

b. Casi siempre ____

c. Frecuentemente ____

d. A veces ____

e. Nunca ____

2. ¿Qué porcentaje del tiempo de clase de Inglés dedica aproximadamente el profesor para desarrollar actividades auditivas?

- a. Más del 70 % de la clase _____
- b. De 40% a 69% de la clase _____
- c. De 20% a 39% de clase _____
- d. Menos del 20% de la clase _____

3. ¿Cuál de estas actividades desarrolla el profesor durante las clases de Inglés? (puede seleccionar más de una)

- a. Juego de roles (dramatización) _____
- b. Narraciones _____
- c. Diálogos _____
- d. Presentaciones Orales _____
- e. Entrevistas _____
- f. Dictado _____
- g. Conferencias _____
- h. Canciones _____
- i. Videos _____
- j. Discusiones _____

4. ¿Con qué frecuencia el profesor realiza este tipo de actividades?

Marque con una X la frecuencia de realización de cada una de actividades descritas a continuación

Actividad	Siempre	Casi siempre	Frecuentemente	A veces	Nunca
a. Juego de roles (dramatización)					
b. Narraciones					
c. Diálogos					
d. Presentaciones orales					
e. Entrevistas					
f. Dictado					
g. Conferencias					
h. Canciones					
i. Videos					
j. Discusiones					

III. Calidad de las actividades

1. ¿Cómo considera que son las instrucciones que da el profesor al asignar actividades auditivas?

- a. Claras _____
- b. Confusas _____

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c. Incomprensibles _____

2. ¿Cómo considera que son las actividades de escucha que implementa el profesor?

a. Interesantes _____

b. Monótonas _____

c. Nada interesantes _____

3. ¿Cuáles de estas actividades es la que desarrolla el profesor con mayor frecuencia?

Actividades	Siempre	Casi siempre	Frecuentemente	A veces	Nunca
a. Actividades de completación					
b. Selección múltiple					
c. Cuestionarios					
d. Enfoque en estructuras gramaticales					
e. Discusión					
f. Otro: _____					

4. ¿Con qué frecuencia el profesor asigna presentaciones orales?

a. Siempre _____

b. Casi siempre _____

c. Frecuentemente _____

d. A veces _____

e. Nunca _____

5. ¿Cómo organiza el profesor las presentaciones orales?

a. Individual _____

b. En pareja _____

c. En grupo _____

6. ¿Cuál es la forma de presentar las asignaciones orales?

a. Exposiciones _____

b. Dramatizaciones _____

c. Discusiones _____

d. Interpretación del tema _____

7. ¿Con qué se relacionan las asignaciones orales?

a. Datos históricos (Acontecimientos Importantes)

b. Personajes (Biografía) _____

c. Lugares importantes _____

d. Hechos científicos _____

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Mauricio Gómez

Graduation Seminar

e. Tema libre _____

IV. Autoevaluación

1. ¿Cómo valora su habilidad de escucha en Inglés en el aula?

a. Excelente _____

b. Muy buena _____

c. Buena _____

d. Regular _____

e. Deficiente _____

2. ¿En qué medida considera usted que las actividades auditivas desarrolladas en clase han mejorar su nivel de escucha?

a. Bastante _____

b. Un poco _____

c. No mucho _____

c. Nada _____

¿Por qué?

¡Gracias por su colaboración!

Appendix N° 3: Interview to the teacher

National Autonomous University of Nicaragua
UNAN- Managua
Campus Rubén Darío
English Department

Interview to the teacher of English class
9th Grade, group “A”

Objective: To identify strategies and methods to teach listening to the students of the 9th grade.

Questions

1. How many hours do you teach English during the week? It is according MINED?
2. What is the frequency to teach English per week?
3. What is the percentage of time that you allow for teaching speaking, grammar, writing, reading and listening skills?
4. How much time do you spend to teach listening?
5. What strategies do you apply?
6. Based on your experience and the level of students what strategies are more effective?
7. What method or methods do you use?
8. What methods motivate the students most?
9. What are the approaches to teach listening to 3rd year defined by MINED?
10. Do you think the MINED approaches are agree with students' level proficiency?
11. Do you applied strategies and methods propose by MINED in you class? How?
12. What are the weakness or difficulties to learn the listening skill in the students of the 9th grade?
13. Does the school have conditions to improve the listening skill to the students of 9th grade?

Appendix N° 4: Observation guide

National Autonomous University of Nicaragua
UNAN- Managua
Campus Rubén Darío
English Department

Observation guide of English class
9th grade, group “A”

N°	Observations	yes	No	Comments
1	The teacher speaks in English the whole class			
2	Teacher practices listening during the class			
3	The activities are designed according the level of the students			
4	Teacher activities motive the students			
5	The teacher controls the class			
6	The teacher has appropriate useful material			
7	The instructions are understood by students easily			
8	Teacher activities promote collaborate between the group			

*Material was adapted from final project written by: Marcos F. Espinoza Jimenez and Silvia D. Márquez Cruz, 2015

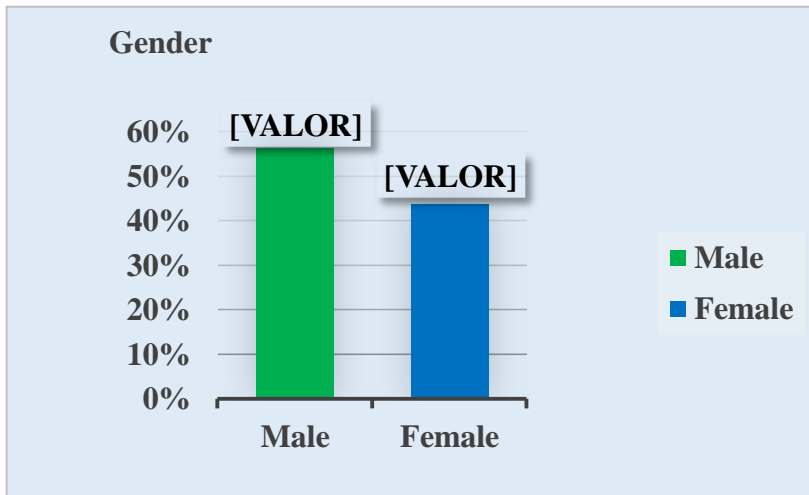
Additional notes

Appendix N° 5: Tables and graphs

I- General data

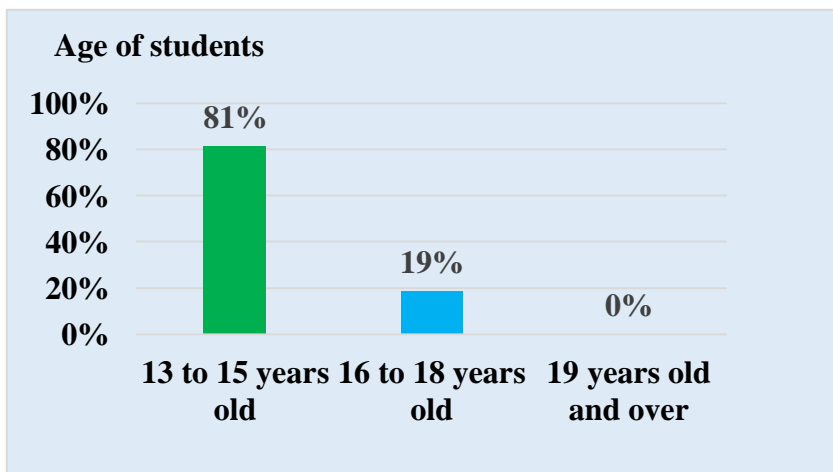
1. Gender

Gender	Quantity	Per centaje
Male	9	56%
Female	7	44%
Total	16	100%



2. Age

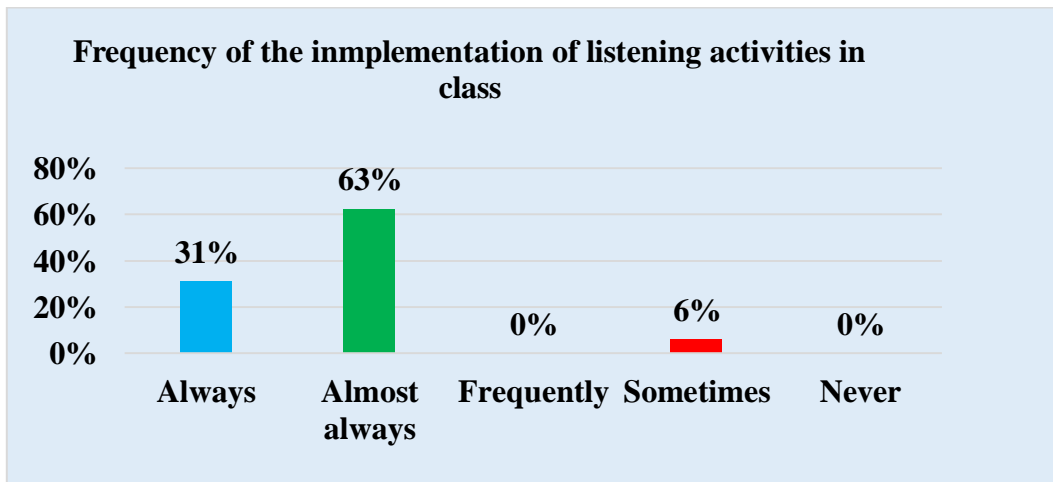
Age	Quantity	Per centaje
13 to 15years old	13	81%
16 to 18 years old	3	19%
19 years old and over		0%
Total	16	100%



II. Strategies and Methods: Frequency and kind of them

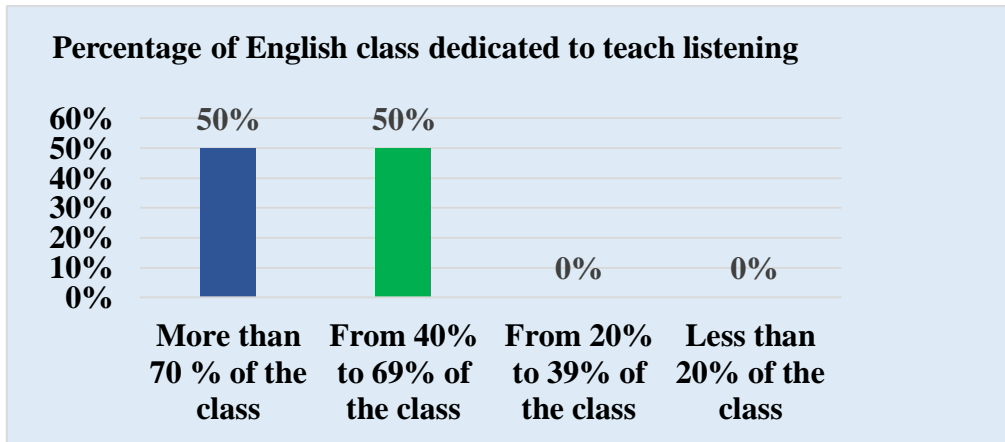
1. How often does the teacher develop listening activities?

Frequency	Quantity	Per centaje
Always	5	31%
Almost always	10	63%
Frequently		0%
Sometimes	1	6%
Never		0%
Total	16	100%



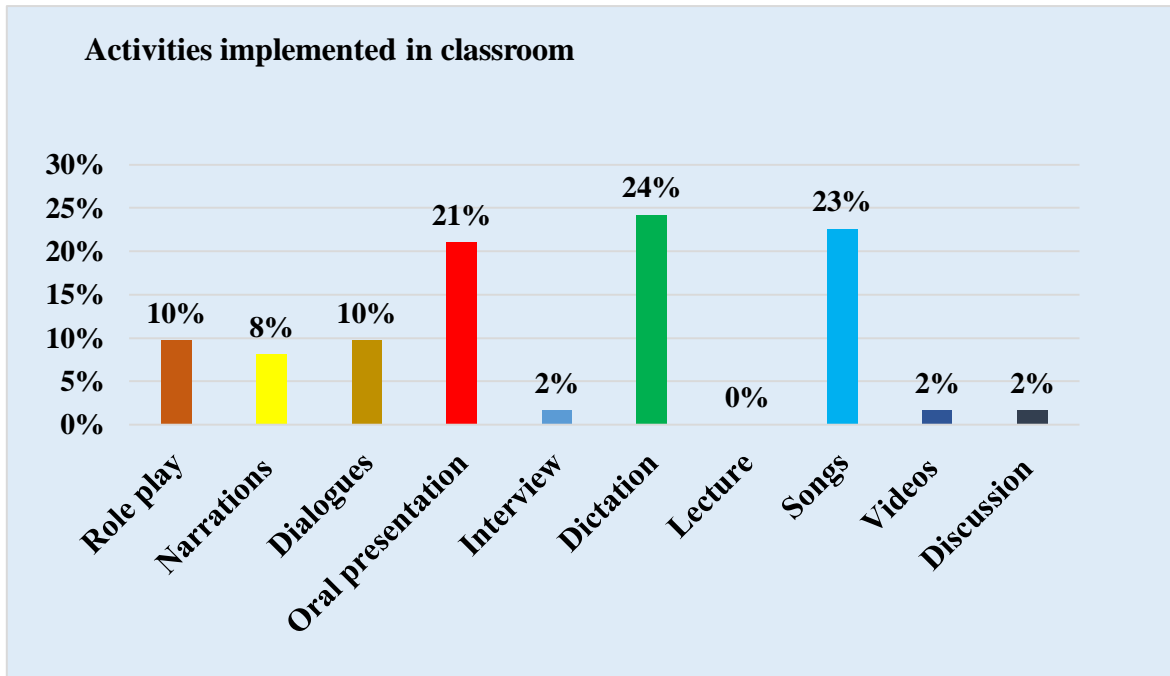
2. What percentage of English class time does the teacher dedicate to developing listening activities?

Per centaje of the class	Quantity	Per centaje
More than 70 % of the class	8	50%
From 40% to 69% of the class	8	50%
From 20% to 39% of the class		0%
Less than 20% of the class		0%
Total	16	100%



3. Which of these activities does the teacher develop during English classes? (You can select more than one)

Activity	Quantity	Per centaje
Role play	6	10%
Narrations	5	8%
Dialogues	6	10%
Oral presentation	13	21%
Interview	1	2%
Dictation	15	24%
Lecture		0%
Songs	14	23%
Videos	1	2%
Discussion	1	2%
Total	62	100%



4. How often does the teacher perform this type of activity?

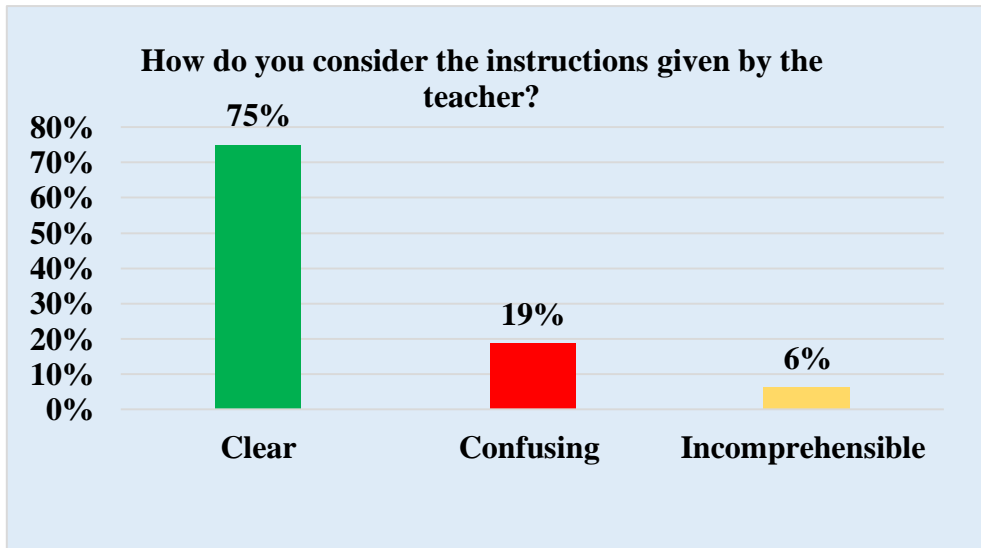
Mark with an X the frequency of completion of each of the activities described below

Activity	Always	Almost always	Frequently	Sometimes	Never
Role play	1	3	2	3	5
Narrations		3	2	3	5
Dialogues	2	3	1	5	2
Oral presentation	3	3	3	3	2
Interview			1		10
Dictation	4	9	1	2	
Lecture	1			4	5
Songs		4	3	8	1
Videos					13
Discussion			1	2	10

II. Quality of activities

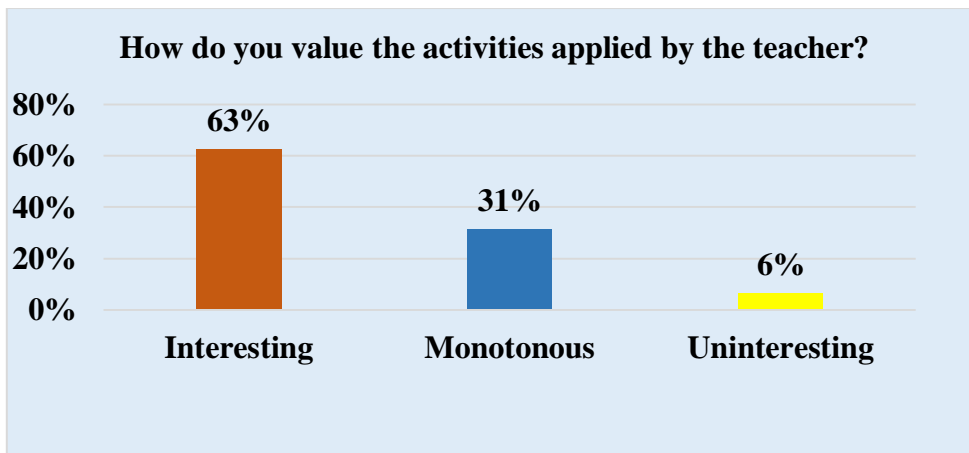
1. How do you consider the instructions given by the teacher in the assignment of listening activities?

Quality	Quantity	Per centaje
Clear	12	75%
Confusing	3	16%
Incomprehensible	1	6%
Total	16	100%



2. How do you consider the listening activities implemented by the teacher?

Value	Quantity	Per centaje
Interesting	10	63%
Monotonous	5	31%
Uninteresting	1	6%
Total	16	100%

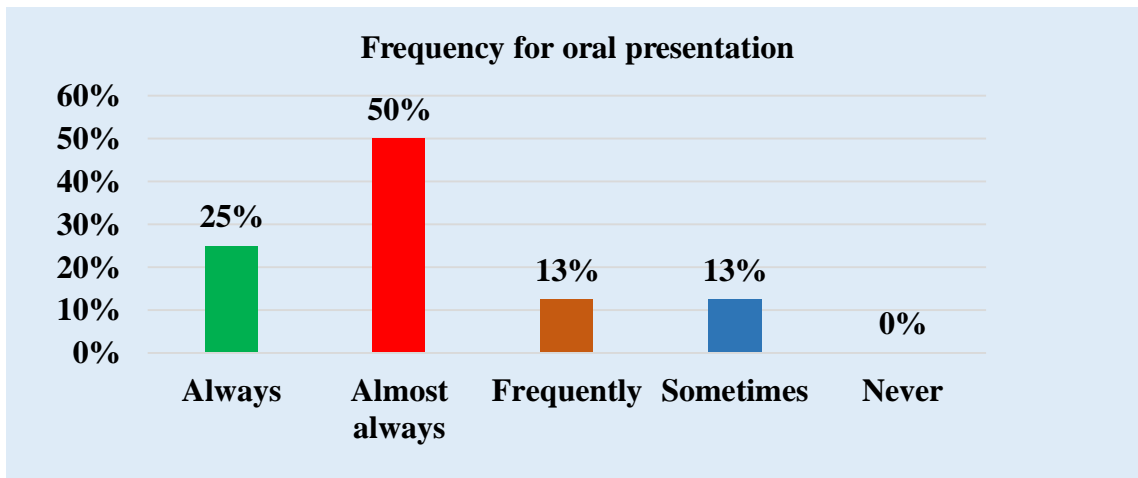


3. Which of these activities is the one developed by the teacher more frequently?

Activities	Always	Almost always	Frequently	Sometimes	Never
Completion activity	3	6	3	2	1
Multiple choice	2	2	1	6	3
Question	1	5	5		4
Focus on grammar structure		3		5	5
Discussion	1	2	3	3	4
Other	1			1	
Total	8	18	12	17	17

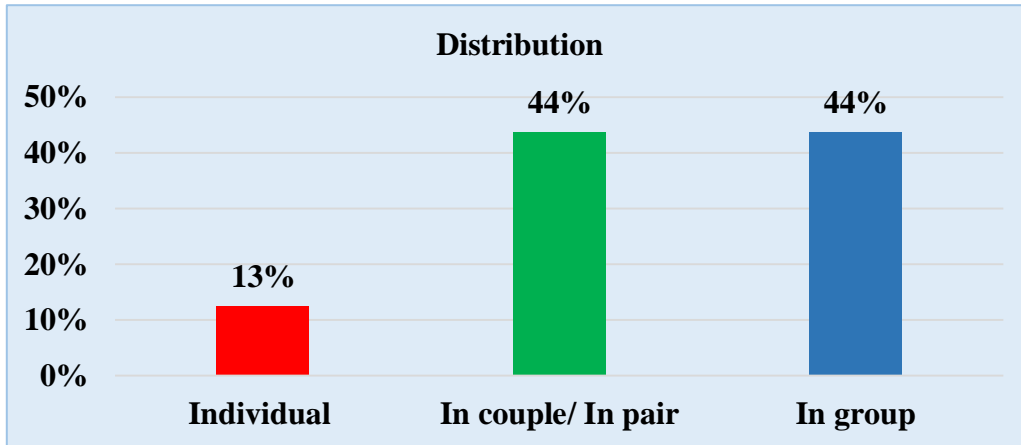
4. How often does the teacher assign oral presentations?

Frequency	Quantity	Per centaje
Always	4	25%
Almost always	8	50%
Frequently	2	13%
Sometimes	2	13%
Never		0%
Total	16	100%



5. How does the teacher organize oral presentations?

Assingment	Quantity	Per centaje
Individual	2	13%
In couple/ In pair	7	44%
In group	7	44%
Total	16	100%



6. What is the form of presenting the oral assignments?

Form	Quantity	Per centaje
Exhibition in the classroom	14	88%
Role play	1	6%
Discussion		0%
Interpretation of the topic	1	6%
Total	16	100%

7. What are oral assignments related to?

Topic	Quantity	Per centaje
Historical data(important events)	2	13%
Characters (Biographies)	3	19%
Important place	2	13%
Scientific facts		0%
Free theme	9	56%
Total	16	100%

IV. Self appraisal

1. How do you value your listening skill in the classroom?

Scale	Quantity	Per centaje
Excellent	1	6%
Very good	3	19%
Good	2	13%
Regular	10	63%
Poor		0%
Total	16	100%

2. What extent do you consider that the listening activities developed in class have improved your listening level?

Impact	Quantity	Per centaje
Quite	8	50%
A bit	6	38%
Not much	2	13%
Nothing		0%
Total	16	100%

Appendix N° 6 Determining of the sample:

	Group A	Group B	Group C
Quantity of students	47	50	50
Teacher	A	B	B

Criteria of selection of the sample:

Group with the minor quantity of students: Group A

A teacher guide a only group: Group A

Representative sample

Selection of the 1/3 of the Universe:

Group	Group A	Participation	Distribution of sample by gender
Male	27	57%	9
Female	20	43%	7
Total	47	100%	16

$47 * (1/3) =$
15.66 students =
16 students of the
group A

Graduation Seminar

*Mélida Gallegos
Mauricio Gómez*

Appendix N° 7: Cronogram of activities

National Autonomous University of Nicaragua
 UNAN - MANAGUA
 Campus Rubén Darío
 Cronogram of activities
 Faculty of Education and Languages

N°	Activities	August			September				October					November				December		
		13	20	27	3	10	17	24	1	8	15	22	29	5	12	19	26	3	10	17
1	General components of the research project report	■																		
2	Characteristics and types of research		■																	
3	Identify a research theme and problem			■																
4	To define the problem and sub problem				■															
5	To design general objective and specific objectives					■														
6	To establish the historic background of research						■													
7	Theories							■	■											
8	Methodological design:							■	■											
8.1	Hypotheses design							■	■											
8.2	Questions							■	■											
8.3	Population and sample							■	■											
8.4	System of variables indicators							■	■											
9	Classroom observation									■										
10	To interview to the teacher									■										
11	Design and application of the instrument for survey										■									
12	Analysis and interpretation of result of finding											■								
12	Recommendation												■							
13	Preparing monograph													■	■					
14	Defense of monographs														■	■				

Graduation Seminar

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